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ABSTRACT

The purpose of this report is to provide data on the progress of the Handwriting Implementation Project, which is designed to assist in installing the Beginner's Alphabet and Queensland Modern Cursive Script in Queensland government primary schools. Following an introduction that describes the phases and processes of curriculum development and installation, the report describes the study approach as situational and collaborative in diagnosing a problem in specific contexts and attempting to solve it with help from members of the project. Next, a historical overview of the production phase, describing the development of handwriting instruction in the government schools, is given, followed by a description of the dissemination of handwriting project information to school staff members. The remaining half of the report provides details on implementation plans and procedures through 1984, outlines suggestions and guidelines for teachers and administrators, and includes participant responses to an initial 10-day training program for a team of advisory teachers assigned to help the various regions introduce the script into local classrooms. The pre- and post-course "aides-memoire" used to gather data from the advisory group and a description of the training program are appended. (CRH)

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HANDWRITING IMPLEMENTATION PROJECT STUDY (HIPS)

Report #1

Preparation for the Dissemination Phase

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FOREWORD

The purpose of the Handwriting Implementation Project Study (HIPS) is to assist in the dissemination and installation of the Beginner's Alphabet and Queensland Modern Cursive script in Queensland government primary schools. The means to achieve this purpose is to act as a 'critical friend' to those people, in Head and Regional Offices and schools, responsible for actually carrying out the dissemination and inservice education. To that end we will document for critical analysis and commentary the decisions, procedures and actions taken in the Handwriting Project.

The research team has four members, two members from the University of Queensland, (Lloyd Logan and Judyth Sachs) and two from the State Department of Education, (Jan Boys and John Dwyer). We will publish a series of reports on apsects of the Project for circulation to those most involved.

We thank the Research Committee, Department of Education, University of Queensland, and officers and teachers from the State Department of Education for their assistance.

Lloyd Logan

Judyth Sachs

Jan Boys

John Dwyer

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INTRODUCTION

In 1981 the Primary Curriculum Committee of the Department of Education, Queensland approved the proposal from its Language Arts Standing Committee to sponsor a study into the teaching of handwriting. The Director General of Education, on recommendations made by the Primary Curriculum Committee based on that study, endorsed in November 1983 the adoption of the Beginners Alphabet and the Queensland Modern Cursive from 1985. This study focusses on actions consequent to that decision by the Director General.

For the purpose of this study, curriculum development and installation is conceptualised in terms of four interrelated phases and four recurring processes.(1) The phases are production, dissemination, personalization and institutionalization, while the processes consist of sponsoring, exploring, managing and implementing. The production phase includes all those activities undertaken to prepare a proposal in a form for general communication to teachers. Dissemination describes the communication of the proposed change, while the personalization phase is conceived as the incorporation by each teacher, in a way unique to them, of the proposed change into their regular teaching behaviour. Institutionalization, the fourth stage, parallels personalization but on a school basis. Within each phase, activity moves through four levels, awareness, conceptualization, skill development, and transfer or application.

PROCESS / PHASE	SPONSORING	EXPLORING	MANAGING	IMPLEMENTING
PRODUCTION				
DISSEMINATION				
PERSONALIZATION				
INSTITUTIONAL-IZATION				

Four-by-four Model of Curriculum Production and Installation

The processes are viewed as being both interdependent and co-extensive. Their relationship is visualised in terms of floating sets with the degree of overlap, and thereby the dominant orientation in each instance, is determined by the nature and purpose of the task under consideration.(2) These tasks, or issues, can be categorized in terms of the four phases described above.

The sponsoring process is concerned with linking resources and ideas or issues. Exploring includes researching the given issue (in this instance handwriting) and providing information useful for making decisions and judgements. Managing refers to identifying and legitmating issues and the use of allocated resources, and implementing describes actions which give substance to the results of exploring.(3)

Every phase of embedding a change throughout a school system warrants documenting and study. In this instance the production stage of the Primary Handwriting Curriculum Project has been documented by the Curriculum Branch of the State Department of Education. A synopsis of this stage is given below followed by some comment as a background to the current study. The purpose of the current study is to critically document and analyse the dissemination, personalization and institutionalization stages in terms of the four processes, sponsoring, exploring, managing and implementing.

METHODOLOGY

The procedures developed in order to evaluate the implementation of the handwriting project resemble those used within action research. That is, it is a small scale intervention in the functioning of the real world and a close examination of the effects of such intervention. Thus, the approach is both situational and collaborative, being concerned with diagnosing a problem within a specific context, and attempting to solve it, through co-operation and help from members of the handwriting project team, in particular the Project Leader and Project Officer.

In order to ensure accuracy and shared meanings, the university researchers' interpretation of documents relevant to the production stage and the planning and preparation stage of the implementation, is negotiated with members of the Project Team and other interested

parties. Accordingly, draft reports are presented to them for comment and/or corroboration.

This report, the first of three, deals with the production stage and the planning and preparation of the dissemination stage.

THE PRODUCTION PHASE : AN OVERVIEW

Prior to 1949-50 children in Queensland government schools were taught only a cursive hand.(4) In 1949-50 a two stage approach was introduced, the vertical 'ball and stick' printscript in years 1 and 2 followed by the sloped oval-looped cursive in year 3. General opinion now holds that the incompatibility of the two scripts hinders the development of neat, legible writing at speed. Any inherent difficulties are exacerbated by the lack of attention given to handwriting in both preservice and inservice teacher education, and the tendency to view the actual teaching of handwriting as a junior school responsibility. The revised Curriculum Guideline for Handwriting (1971), following the recommendation to abolish the use copybooks in the previous year, emphasized the importance of guided writing lessons for all years. However, throughout the 1970's disquiet continued about the standard of children's handwriting.

The result was experimentation by a number of schools with styles and methodologies. Developments in other states were monitored and under the sponsorship of the Director of Primary Education schools

were encouraged to trial alternative approaches with the approval of their district inspectors. To co-ordinate effort Barbara Nicol was appointed to work part-time on the development of a systematic project.(5)

In 1976 Barbara Nichol, a secondary school teacher, began experimenting to find ways of improving secondary students' handwriting based on Gourdie's Simple Modern Hand and Phillips' methods designed to improve existing handwriting style. Her findings suggested it was necessary to concentrate on both style and the techniques of handwriting. During 1978 and 1980 Nichol studied the teaching of handwriting, calligraphy and palaeography in the United Kingdom under Gourdie, Phillips and others, as well as observing its teaching in schools. After returning from the Churchill Fellowship she was appointed to carry out remedial teaching of handwriting as part of the Education Deparment's secondary transition initiatives. The Director of Secondary Education released her on a part-time basis to start developing a handwriting program. Through funding by the Schools Commissions' Queensland Inservice Education Committee (QINSEC), Nichol conducted seminars for teachers and arranged a lecture tour by Tom Gourdie in 1980. Significant teacher interest resulted and:

> ... a number of schools sought and obtained permission from the Director of Primary Education to trial the Beginners Alphabet and the Simple Modern Hand under the supervision of their Inspector of Schools.(6)

After some reservations, in 1981 the Department of Education responded to teacher interest, presentations from Nichol and the Language Arts Committee in exploring alternative handwriting styles and methods by officially sponsoring a study into the Teaching of Handwriting in Queensland State Schools under the management of its Primary Language Arts Standing Committee. The aims of the study were:

> ... to investigate methodologies involved in the teaching of handwriting and to continue the trialling of a printscript which, with the addition of entry and exit ligatures would become a joined script.(7)

Results from the project schools (five primary, two special) during 1981 were encouraging and a document Guidelines on the Development of Handwriting Skills was drafted and circulated to some 40 people for comment. A general survey on current handwriting practices and standards in 1982 indicated a concern about the level of proficiency, belief that the mixed print and cursive styles cause difficulties, and support for the reintroduction of copy books for pupils. On the basis of data received from the project schools, comments on the draft guidelines, the survey, work in other states and the literature, a two day workshop-seminar was held. It involved teachers and principals from the trial schools, the part-time Project Officer, the Project Leader, Curriculum Branch Officers and CAE personnel. The seminar gave rise to the following recommendations handwriting project officer to the Language Arts Committee.(8)

1. Handwriting, being an important, discrete skill, should be taught systematically throughout the years of primary schooling;
2. For some students, handwriting instruction and practice should be continued into the secondary school years, so that speed and legibility can be developed and/or maintained;

3. In the teaching of handwriting the emphasis should be on the development of practical and flexible handwriting skills, rather than on particular styles;
4. The present vertical, round printscript should be replaced by a sloped oval Beginners Alphabet;
5. The present sloped, looped cursive script should be replaced by a simple cursive style derived from the Beginners Alphabet;
6. The implementation of these changes in scripts and of the teaching methodologies associated with them should be carried out over a period of several years; and
7. The implementation process should be supported with appropriate teacher and student resources, in-service education programs, and the provision of information for parents and the community.

These recommendations were definitive on the production phase of the project.

The project was expanded in 1983 to include 13 project schools and the appointment of a full-time Project Officer. A discussion paper giving examples of two scripts plus general comments on their adoption, What's New in the Teaching of Handwriting, was prepared for circulation to all primary teachers during 1983. In the December a training program was run for middle school teachers from four project schools.

Reactions to the project continued to be gathered through responses to What's New in the Teaching of Handwriting (N=53), to general media coverage (N=10), correspondence to the Department, and evidence from the project schools. On the basis of the evidence from 1981 to 1983, in November the Director of Primary Education, on the advice of the Primary Curriculum Committee recommended the adoption of the Beginners Alphabet and the Queensland Modern Cursive.(9) Preparation for introduction was to begin in 1984 which had been

designated as an inservice year. In December the Primary Handwriting Curriculum Project published its final report, its task completed.

Two events of significance occurred in late 1983-early 1984, one relating to the Project Officer, the other to the Project Leader. The Project Officer was relocated from Curriculum Services Branch to the head office of the Primary Division. Her task was to oversee the implementation of the new script working directly under the supervision of the chairman of the Language Arts Standing Committee. Duties include responsibility for the production of materials needed at the dissemination stage (e.g. revised handbook, videos, practice books), the training and support of advisory teachers, and general administrative matters. In May the chairmanship of the Committee changed but contrary to usual practice, the outgoing chairman retained control of the Handwriting Project.

COMMENT ON .HE PRODUCTION PHASE

Sponsorship of the handwriting curriculum revision is atypical on two counts. Official recognition of the need to revise the teaching of handwriting was in response to the interest in schools, partly generated by Nichol and Gourdie and partly by the requests for permission to trial alternative scripts to those in the official syllabus. Secondly until 1981, QINSEC by meeting the expenses for Nichol and Gourdie's seminars, supported the experimentation.

The exploration process leading to the adoption of the recommended scripts and methods appears initially to have been entrepreneurial and sporadic rather than co-ordinated and disciplined. Prior to Nichol's appointment there does not appear to have been sustained critical examination and supervised trials of alternatives. Nichol brought discipline to the activity. Gourdie's influence on the script (and on the whole project) remained high, but modifications to his style were made on the basis of trials in the project schools. Following Nichol's earlier recommendations, the emphasis throughout was on method of production. The recommended methods in the teachers' handbook have been developed in the main during the project itself, with some of Gourdie's being retained. Later in the project work seems to have focussed sharply on Gourdie's script.

The university researchers found two administrative details worth noting. One is that no precise job descriptions were given for the Project Officer or for the Advisory Teachers. Perhaps the duties and conditions are well enough known amongst departmental personnel not to need spelling out. The second is that the leadership of the project appears to be setting a precedent. Typically the monitoring of a syllabus change is retained by the relevant standing committee throughout all phases. In this case, the leadership has been retained by a senior officer as "a corresponding member" of the committee. Thirdly, the Project Officer is not a member of the Curriculum Branch but is working directly in the Primary Division.

The university researchers have had difficulty in identifying the scope of responsibilities and the relationships amongst the various agencies involved - Primary, Curriculum and Personnel Divisions; Curriculum Branch and Primary Inservice Section; and the Primary Curriculum Review Committee, the Language Arts Committee, the Inservice Committee and the Regional Offices. The operations seem to be exacerbated by the mixed divisional-functional organizational structure. The Primary Division's Primary Curriculum Committee (PCC) exercises some overall responsibility for curriculum. It has subject and an inservice sub-committees, the chairpersons of which make up the PCC Review Committee. The Language Arts Standing Committee, as a sub-committee of the PCC is changed with the task of ensuring that effective teaching of language arts takes place in schools. To carry out that task, the Language Arts Committee requires, in many instances, services from other Divisions. But the officers in these service Divisions are responsible to Senior Officers other than those from the Primary Division. While the sub-committees are under the aegis of the Director of Primary Education, many of the officers carrying out key tasks for the sub-committee (e.g. project officer, inservice co-ordinator) seem to be neither responsible directly to the sub-committee and to the Primary Division. The future role and respective responsibility of the Language Arts Committee and the Inservice Committee in the Handwriting Project appear to remain obfuscate, as do those of the Project Leader, Project Officer, Inservice Co-ordinator and Regional Officers.

THE DISSEMINATION PHASE

Dissemination describes activity undertaken to introduce results from the production phase to specific audiences - administrators, teachers, parents, community. This study is mainly concerned with the dissemination of the Handwriting Project to school staff members.

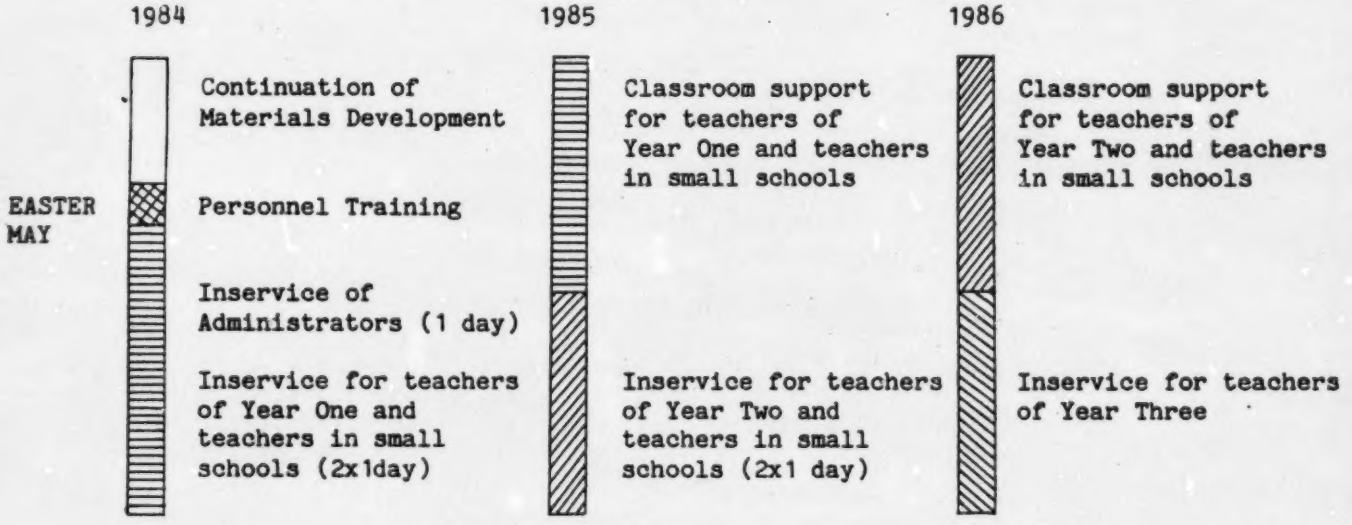
The handwriting workshop attended by project teachers, consultants and members of the Language Arts Committee, held in September 1982 made a number of recommendations about the dissemination and personalization phases. They included:

1. The need to produce detailed handbooks, practice books, audio-visual aids, and 'a range of other documents ... e.g. rationale, guideline, overviews'.
2. Widening the network of project schools.
3. '... that full implementation should begin in Year 1-3, with Years 4-7 introduced to methodology only. Cursive scripts already being used by children should not be changed'.
4. 'Teacher transfers could require all teachers to be familiar with the trial script, since all could be called upon to teach it'.(10)

The group also pointed out the need for adequate inservice, the importance of keeping teachers informed ahead of parents, and that CAE lecturers in Language Arts be kept informed. It strongly advised that the project be widely publicised throughout the general community. The participants also suggested that some teachers could become impatient waiting for a new style to reach them and that some methodological changes could be taken up by teachers almost immediately. Finally, it detailed the nature and content of the recommended resource materials.(11)

The final project report, December 1983, states the following on implementation.

> The program will be introduced one year at a time, beginning with Year One in 1985 and continuing until it is implemented in all seven years of the primary school. 1984 will be designated as an in-service year.
>
> It is hoped that an in-service team will be established to conduct workshops for teachers, administrators etc.
>
> An in-service plan for the first three years could look something like this:


1984
1985
1986
EASTER
MAY
Continuation of Materials Development
Personnel Training
Inservice of Administrators (1 day)
Inservice for teachers of Year One and teachers in small schools (2x1day)
Classroom support for teachers of Year One and teachers in small schools
Inservice for teachers of Year Two and teachers in small schools (2x1 day)
Classroom support for teachers of Year Two and teachers in small schools
Inservice for teachers of Year Three

Funding and administration of the program was initially patterned on the approach used by the Science Standing Committee in 1983. The Department of Education was to meet fixed infrastructural costs (e.g. salaries) and QINSEC the seminar expenses. However the 1984 School Commission's guidelines excluded such uses of QINSEC funds.(13) This caused a major revision of the dissemination in 1984 and the need to obtain an undertaking from the State Government to meet the full costs. The relevant 1984/85 budget item proposal is given below.

IMPLEMENTATION OF HANDWRITING

The Primary Language Arts Syllabus Committee has advised that the first stage of the Queensland Cursive Handwriting will be implemented during the next financial year.

The implementation will involve advisory teachers in the conduct of in-service education programs for administrators, teachers of Year 1 and teacher-aides during second semester this year preparatory to the introduction into Year 1 classrooms.

Since the implementation will occur in the regions, it is proposed to adopt a similar approach to that used in the first year of the implementation of the Science Syllabus. Each region will be asked to furnish a plan of activities for the next financial year with detailed costing.

IT IS RECOMMENDED THAT AN AMOUNT OF $25,000 BE ALLOCATED TO THE IMPLEMENTATION OF HANDWRITING.(14)

Even if Commonwealth funding had been obtained from QINSEC for 1984 the ommission from the 1983/84 state budget of money to meet the training costs of the advisory teachers would have caused difficulties. These costs are met from the Primary Division's inservice education vote which is administered through the Primary Inservice Education Section. The Director of the Primary Division is advised on inservice education by an Inservice Standing Committee. That committee's brief includes suggesting budget allocation for inservice duration, and exploring effective means both to disseminate new syllabuses, and to facilitate personalization and institutionalization of system wide curricular changes.(15)

To integrate inservice education and production activities, the chairman of the curriculum committee concerned with the change also serves on the Primary Inservice Standing Committee. This occurred from February 1984 in the case of the handwriting project. As a consequence, there was no co-ordination between the two committees in preparing the dissemination phase during 1983.(16)

In September 1983, the Primary Curriculum Review Committee was requested to slow its activities pending the findings of the P-10 Committees. Exceptions were handwriting, social studies unit preparation, music evaluation, and preparation of the physical education submission.(17) The Primary Inservice Standing Committee were informed of the decision to hold back major curriculum revisions and some discussion specific to handwriting took place.(18)

> The question was raised as to the readiness of Handwriting for 1984. Mr. Gray (Chairman) doubted whether it was ready to go - that this assumption was based on:
> - John Dwyer (Chairman of the Language Arts Standing Committee) being away in a region
> - the nature of getting resources etc. printed
>
> He suggested that 1984 be the year of getting everything well and effectively organised and 1985 implementation ....
>
> Mr. Gray said that 1984 should be the year of putting things in order, as handwriting and E.T. (Excellence in Teaching) seemed to be the only things coming on line ....
>
> It was resolved that in making the final decision regarding times for implementation of new syllabii, that 1984 be kept free except for what is being planned for Social Studies and E.T. (Classroom Management), but future initiatives be thoroughly planned in 1984. e.g. Inservice for inspectorate and advisers.
>
> It was resolved to invite ... Mr. John Dwyer to the next meeting.
> (Note: Words in parenthesis added to minute).

In March 1984, the Inservice Standing Committee was informed that the dissemination of handwriting would proceed during 1984, and of the change in the chairmanship of the Language Arts Committee. The reaction to the arrangements about dissemination by the Inservice Standing Committee as to the following excerpt from the minutes shows.(19)

> It seemed that the project committee had not gone through the correct channels for the PCC Review had not seen it nor had the implementation program been considered by the Inservice Committee. The program shown by Miss O'Donovan (the Language Arts Committee's new Chairperson) to the Committee was the first time this Committee had seen it.
>
> Mr. Gray said that there were three options the Committee had:
> 1. Guess the amount of money required and firm up on this when the Committee know what was planned,
> 2. Advise the Director that this Committee was not in the position to put a line in the budget,
> 3. Advisors induction program be postponed.
>
> It was moved by Mr. Collier, (Primary Inspector) seconded by Mr. Compton, (Principals Association) that it be recommended to the Director that the induction of advisory teachers for the Handwriting project be postponed until 21 May - 1 June.
>
> Carried

However, the program presented by Miss Donovan, had been approved by both the Primary Curriculum Committee and the Primary Curriculum Review Committee. Also, in respect to budget costs, these were available since the Language Arts Committee had made a submission direct to the Director of Primary Education on funds required for 1984-1985.(20)

Subsequently the advisory teachers training program for all advisors was postponed to May-June, and also reduced from twenty to ten days in the light of available funds.

At the April meeting of the Inservice Committee the Project Leader spoke to the dissemination plan and reported that support material productions was on line. The dissemination for Year One and Principals of small schools was planned to be :

> ... two x one day workshops (not consecutive). On the first day, the focus will be on providing background information and introducing the teachers to the Beginner's Alphabet. The second day will focus on the teaching of the Beginner's Alphabet to Year One children.
>
> A one day inservice program was suggested for administrators.
>
> Three x One-and-a-half hour sessions for Principals, Deputy Principals, Assistant Principals, Junior Primary. Teaching principals will attend the two-day teachers' sessions.

The program covered background, materials production, style and methodology. Inservice for teacher-aides was one two hour session on the Beginner's Alphabet.(21)

Regional Directors were informed of administrative details at the end of May.(22)

> Nine (9) advisory teachers ... will be appointed to their regions as from 4 June 1984.
>
> Normal travel costs and daily allowances for these advisory teachers will be met from the appropriate Primary Division travel vote.
>
> Because of the changes in QINSEC guidelines no inservice funding will be available at this time ...

It is anticipated that the 1984-85 budget will make provision for inservice funds for handwriting. These funds will be provided on the basis of submissions received from the regions. Full details of how to make these submissions will be supplied in due course.

Between 4 June 1984 and the release of the 1984-85 budget funds it is hoped that the advisory teachers will be able to service 'high density' teacher areas in the regions. In these areas teachers should be able to be brought together on a no-costs basis. (Because of this limitation it is likely that little or no in-service will occur in the North West and South West Regions before budget funds are available).

Because no funds are available for replacement teachers (beyond normal LRT and, possibly TRS provisions if schools choose to use them) it is suggested that, in larger schools, no more than one or two Year 1 teachers be withdrawn at a time. This will mean timetabling inservice days in cycles.

It is hoped that Regional Inservice Co-ordinators will be able to work closely with the Advisory Teachers during their first couple of weeks in the regions, helping them to draw up timetables for the rest of this year (or at least until the 1984-85 budget funds are available - usually late September). The Regional Inservice Co-ordinators, South West and North West Regions could make contact with their counterparts in Brisbane North and Brisbane South respectively to see what support can be offered in the immediate and more distant futures.

The high priority target groups for the remainder of 1984 are:

(a) Principals; because of the limited number of advisory teachers available, it will be essential that each principal accepts responsibility for the oversight and support of the program in his or her school;

(b) Assistant Principals (Junior Primary) (and other Associate Administrators, if they can be 'fitted in');

(c) Classroom teachers who are likely to be teaching Year 1 in 1985 - note that inservicing of Year 1 teachers will continue during the first semester of 1985, so that teachers 'missed' in 1984 will be 'picked up' during that period;

(d) Teacher aides who will be working in Year 1 classes in 1985 (style only - not methodology);

(e) Special Education teachers who will be teaching 'Year 1' children in 1985, where they can be spared and where they can be 'fitted in';

(f) Year 1 Teachers (1985) in Catholic and other non-government schools, who seek assistance, and who can be 'fitted in';

(g) Parents groups - as requested and subject to time availability.

Inservice will be provided for Primary Inspectors of Schools during their 1984 Conference.

Although the program is to be introduced into Year 1 only in 1985, some modification to this rule will apply in one and two-teacher schools (and perhaps in Years 1/2 composite classes). Such modifications have been discussed with the advisory teachers. They should apply only children in Years 1/2/3 'mixed grade' situations. Children in Years 4-7 should already have established their cursive writing.

If District Relieving Teachers cannot be made available, it will be necessary to close one-teacher schools to allow principals to attend inservice. (It may be possible to keep two-teacher school open by 'cycling' inservice days, but factors such as availability of suitable replacement teachers, costs, etc. will need to be considered by regions).

A Handbook for Teachers has been prepared but there has been a delay in its printing. Hoperfully, it will be available in the next few weeks. It is proposed to distribute these in bulk to the regions, for distribution to participants attending inservice programs. (It is anticipated that sufficient copies will be available in the short term to allow for the distribution of one (1) copy to any non-government school actually taking part in the inservice program. Should such schools require multiple copies, these should be purchased from the Supply Officer subject to (a) their availability, and (b) that school's prior involvement in the inservice program).

As a general rule Handbooks will not be made available to any school prior to its involvement in the inservice program.

The advisory teachers have been told that they are administratively responsible to the Regional Director, as part of his regional team. However, if they have 'professional' concerns related to the handwriting program itself, these should be resolved through Jan Boys, the Project Officer, or John Dwyer, who still has responsibility for the general oversighting of the program.

By May, the advisory teachers had been selected and the training program finalized. Arrangements were completed for Tom Gourdie to lead the first three days of the advisory teacher training program.(23)

The 10 day training program for the advisory teachers was planned mainly by the Project Officer with a minimal use of the professional service of the Inservice Education Section.(24) The ten days were distributed approximately as follows: overview of the project (1 day), mastering the script and methodology (4 days) familiarization with resources (1 day) inservice presentation skills (3 days) and administration (1 day). (Appendix 2)

Data was gathered on the program through pre and post aides memoire (Appendix 1) completed by the participants, and through interviews with the officers responsible for each of major segments; handwriting skills, inservice skills and administration. An edited version of the ensuing report forwarded to each participant is given below.

Report to Participants on Handwriting Project

1. Participants' Backgrounds

The background experience of the advisory teachers was varied. Some of the teachers were from pilot schools and had some knowledge of

and mastery over the Beginner's Alphabet and Queensland Modern Cursive Script. One teacher had no previous knowledge of the script but had been a social studies advisory teacher in Victoria, while another had neither experience with the script nor with advisory work.

In general the participants felt that experience and dedication to teaching were qualities they shared.

2. Expectations

Only two teachers stated directly what they expected to learn during the course.(25)

- From this inservice program I hope to learn as much as I can to convince teachers this way is the best.
- I am hopeful that the planned inservice programme will provide me with sound background knowledge about the new handwriting.

Expectations inferred from the responses included developing proficiency in interpersonal relations skills, presentation skills, consultancy skills, using video and other aids, and justifying the chosen script.

3. Course Evaluation

Comment on the course was invited through questions 2 and 3 on the post course aide-memoire.

Q2. In short, the course consisted of three major components, that is, learning about the content of the handwriting syllabus, inservice techniques and administrative procedures. Please comment on each of these components in terms of what you learnt, how you learnt it, how confident you feel about dealing with each area, and so on.

Q3. What were the most valuable parts of the course for you? What made them valuable.

Reactions to the sections dealing with content and inservice processes were positive, but the administrative procedures section drew unfavourable comment. Tom Gourdie's great knowledge of calligraphy and his instructional ability were generously acknowledged.

Responses on content included the following:

- Most valuable parts of the course were

  (a) practical session with Tom Gourdie - he gave many valuable hints and pieces of advice

  (b) inservice techniques - discussions of these served to answer many of the questions that accumulated during the lead-up days and first week of the seminar.

- It was this first hand guidance (from Tom Gourdie) which enabled us to confidently explore the areas which we will be involved in - namely handwriting.

- Tom was a hard task master but no doubt we have reaped benefits.

Individual segments of the inservice process section were well received.

- The inservice techniques were of benefit also. I particularly found the 'presentations' useful. The inservice section made me aware of the initial contact and 'up front presentations' - and just how important they are - they establish the whole climate for school relationships.

- Learnt as much as can be expected through a theoretical approach to a practical issue. Learnt through advice for realistic situations; guidelines etc. Gained little through video presentations except stress. Will gain confidence through experience and routine reflection.

- The program we have just completed, has given us all we need to do our new job. Variety of workshops was great - all that we needed.

The section on administrative procedures was severely criticised.

- Administrative procedures were an example of how not to run a session.

- So much to remember you couldn't possibly learn anything. They don't even know how to fill out the forms themselves.

- I learnt things that are really necessary to know before trying to help someone else ... I am reasonably confident about filling out official forms...

People were the most valued elements in the course, both leaders (Tom Gourdie and Jan Boys in particular) and the fellow course members. Sharing common problems, meeting with other advisory teachers, lectures from school administrators and guidelines for seminar presentations were commented on favourably.

4. Outcomes

Both the pre and the post course responses indicated that participants saw the advisory teacher role in terms of helping teachers to introduce the new script into classrooms. The post-course responses underlined the emphasis that advisory teachers are `facilitators not experts´, a message which alleviated worries for some participants. Specific tasks of advisory teaching clustered around assisting teachers to master the methodology and technique of the script, and providing a consultancy service in the region.

- My role is two fold - 1. dissemination of information for the first 6 months - with little if any follow up procedures and, 2. as a consultant in the actual teaching of the program.

- Facilitator, consultant and advisor, delegating responsibility to schools for their own achievements. A go between as it were between curriculum branch and teachers.

In general the participants felt confident in their ability to carry out their tasks as advisory teachers, but, not surprisingly, some had apprehensions.

- I now feel reasonably equipped to go out and talk and work at various levels in the regions.

- I feel a little apprehensive in going out - not because I don´t know my skill or how to present it (perhaps a little but just because of a `fear of the unknown´.

- I feel very equipped, or much more than two weeks prior. So much still relies on personalities of individual regional officers. That confidence has yet to be built up. Regarding teachers, I feel much more confident, having been reassured of our role as helper and their usual whole hearted acceptance of that help.

5. Next Steps

Participants were asked to describe the immediate tasks they envisaged undertaking before the end of the semester. Responses clustered around three topics, establishing identity and relationships in the regional office structure, organising a program of activities within the region, and preparing materials and seminar presentations for third term.

- Be me. A very scared me. I hope there is a human type person who will help to break me into the realities.
- Establishing my role, needs and requirements. I don't know what my plan of action is, yet.
- Developing rapport with superiors and others in R.O. organising seminar materials and seminar procedures. Study of personal skills in preparation.
- Go home and 'sort myself out' and try to put all my resources into some law and order, then get on with the job talking to principals ... and preparing resources that I'll need early next semester.

The group was unanimous that continued support is essential. They saw the Project Officer, each other and regional officers (inservice co-ordinators and inspectors) as sources of support. They all recommended further meetings of the group to share experiences and to further develop technique.

Conclusion

The course, from the participants view, was successful. But as one teacher encapsulated in her response to the post course aide-memoire, the real test lay ahead.

> My role - is a facilitator in the field of handwriting - certainly not an expert. Bill Brown said - it matters little whether we are fab handwriters or not, but whether we can influence the teachers and administrators enough and to inspire them to practise and get good results from the children.
>
> I am pleased with the content of the course - looking back, those idyllic lessons with Tom Gourdie were kid's stuff. The real problems lie with inservice techniques and the politics of administration. These will not be resolved by any amount of lecturing - it is simply a matter of getting into it.

Interviews with the leaders of each section confirmed the aide memoire data.(26) The content and process sections had been well received and were rated as successful. The administrative section, it was agreed, could have been handled differently. Both the Inservice Co-ordinator and the inservice processes leader considered that their aspects of the training was less than adequate due to the shortened program. Both emphasized the need for regional office personnel to supervise further job-embedded training of the advisors. The interviews also suggested a lack of communication and of corporate planning amongst the various interested parties. No brief other than 'to take three days of the course' seems to have been given by the Inservice Co-ordinator for the inservice processes segment. Discourse between the Project Officer and the Inservice Co-ordinator appears to have been mainly procedural. The data suggests that, communication between the Language Arts and Inservice sub-committees, and between Project Leader and the Inservice Co-ordinator might have been more regular. Some misunderstandings which have arisen would then have been avoided.

A final comment is based on the comparison of program content and the participants' expected tasks on taking up appointment. In respect to planning, the training program provided most worthwhile guidelines for seminars. But participants expected on taking up their appointments to be engaged in planning a regional program for dissemination as well as in seminar preparation. Given a longer training program, attention to planning from a regional perspective might have been included.

The data gives the distinct impression that, given the time limitations, the training program was most successful. Participants reported leaving the seminar confident in their ability and buoyed by the esprit de corps developed by the Project Officer. Finally, the Regional Officers whose co-operation is critical to the whole venture seem to have been only peripherally involved in planning the dissemination.

COMMENT ON THE DISSEMINATION PHASE TO JUNE, 1984

The comments are ordered by the four processes, sponsoring, exploring, managing and implementing.

Sponsoring lies firstly with the Primary Division and secondly with the Regions. Given a budget allocation in 1984/85, sponsorship

should continue. However, there is no evidence at present to indicate the emphasis that will be given by Regional Directors and Inspectors to the installation of the program. Nor is there any indication of Principals' commitment. The sponsorship of these key personel at regional, district and school level is critical to the later stages.(27)

Exploring

Exploration appears to have been limited in respect to alternative strategies of dissemination and installation. Combining print material, seminars, project teachers and advisory teachers in various patterns had been used in both the Health Education and Science Programs. Both programs are more complex than the handwriting project. But the evaluation of the Health Education Program gives reserved support to the model employed.(28) Informal comments about the Science Program suggest increased reservation about the degree of personalization and institutionalization achieved.(29) It may be that the Science Programs dissemination has been most effective, and now installation (i.e. personalization and institutionalization) is the primary task. Perhaps, given the constraints, alternatives are impractical. However, it may be worthwhile exploring further possibilities for presentation to the Regional Officers as part of a central service function.

Managing

Management of the dissemination phase appears to be uneven to the university researchers. Successes include obtaining the preparation of print and audio-visual resource materials, preparing course outlines for initial seminars and developing a strong esprit de corps amongst the advisory teacher team. However, there appears to be some oversights that will hinder successful installation.

1. To date there has been no comprehensive plan outlined for the installation of the new script and methodologies. At present, dissemination is to proceed at an annual rate. The time lines for 1985 and 1986 show approximately half the resources allocated to introducing the scripts and half to supporting initiated teachers. However, there is no detail of how this support function is to be serviced. Advisory teacher assistance will be limited in the support role by their duties on annual dissemination tasks, running 'catch-up courses', and meeting community demands. The extension of the advisory service seems unlikely in order to provide the service.

There is good evidence to show that consistent well conducted support is a prerequisite for change to be actual rather than nominal, and constructive rather than technical or illusory. School administrators are given a key support role in this project.(30)

> ... it will be essential that each principal accepts responsibility for the oversight and support of the program in his or her school.

But principals will need more training than the one day program currently offered if they are to provide constructive leadership, supervision and coaching for staff.(32)

The advisory teachers themselves also require additional training and support. Various studies have identified competencies required by advisors beyond presentation skills.(33) Locally, experience in the South Brisbane Region demonstrates the advantages of planned, regular development for support staff. Further training of the advisory teachers is under investigation (teleconferencing for example) and the Project Officer regularly distributes support materials through Fine Lines, 'a newsletter for advisory teachers, handwriting'.(34)

Inspectors, a third advisory force, have been catered for by two conferences. Their role however, is to act as sponsors and consultants rather than to provide regularly specific advisory service to school personnel.

2. Areas of responsibility and lines of administration are not clear to the various parties involved.(34) The current arrangement seems to be that the Project Leader is responsible directly to the Director of Primary Education for overseeing the project. He sees the Inservice Committee no more than as a source of funding to the Regions. The Inservice Committee sees itself having direct professional involvement in planning the dissemination, personalization and institutionalization phases. The Project Officer is directly

responsible to the Project Leader and need not confer with the Inservice Coordinator on inservice matters. The advisory teachers are administratively responsible to the Regional Director, and professionally linked to the Project Officer. Resolution of the lines and degrees of responsibility amongst the bodies involved could 'clear the air'.

3. The advantages of collaborative forms of governance over 'grass root' and 'top-down' models are well attested.(35) Since the Regional Officers are directly involved in and share the responsibility for all aspects of the project, it is reasonable to expect they would have been included in planning the dissemination phase. (Regional Directors were kept informal of developments at their Conferences). This doesn't appear to have happened. Alternative patterns for the seminars will be used in at least two Regions,(36) and the suggested pattern (2 x 1 day workshops, not consecutive) doesn't appear to fit the North West and South West Regions. Greater collaboration and sharing of ideas may assist Regional staff to develop stronger dissemination plans to meet their circumstances than the current approach.

The cost of advisory teachers to Regions may have been underestimated. Daily allowance and travel costs are covered, but the 'hidden costs' e.g. production of seminar materials, postage, telephone, aide support, office accommodation, use of audio-visual equipment, etc have not been considered. Meeting such costs may be

viewed as 'part of the deal' but in a period of inelastic budgetting the capacity of Regions to absorb unplanned demands is limited.(38)

4. The workshop in September, 1982 suggested that 'full implementation should begin in Years 1-3, with Years 4-7 introduced to methodology only. To introduce the script one year at a time recommended in the Final Handwriting Report is no doubt based on sound reasoning. Some problems emanating from this approach are raised in the documents e.g. multiple grades, teacher impatience. There is also the logistical problem of maintaining an advisory team for a minimum of five years.(40) A more rapid dissemination would ameliorate these difficulties and could facilitate institutionalization through focussing on the whole school rather than segments of it. Some sources of information suggests that some districts will adopt a more rapid induction rate than that laid down.(41)

5. An innovation configuration is a way of documenting the different operational forms of an innovation that teachers may use the adoptations that they make. Arriving at the configuration requires detailed conceptualization of the change in terms of phases, different locations and specific roles. Developing configurations of the change assist planning in three ways: to set (1) clear goals for each stage; (2) criteria on which to judge the appropriateness of means; (3) criteria by which to judge progress. To those ends configurations need to be drawn up for each of the four phases (production dissemination, personalization and institutionalization). Currently,

it is not clear whether or not such configurations have been conceptualised.

Implementing

Implementation to date has been enthusiastic and effective. Due to the Project Leader and Project Officer, decisions taken about production and training have been given substance quickly and efficiently. Some of the difficulties such as budget, printing of the handbooks and inter-committee communication have been exacerbated by the capacity of these two officers to shorten the lead time between endorsement, production and dissemination.

CONCLUSION

The report gives some data and opinion on the progress to date of the Handwriting Implementation Project. It raises some points which those responsible for the Projects' direction might consider. Perhaps the most significant of these are questions about who is responsible for planning, monitoring, financing and co-ordinating the installation of the writing program through the dissemination, personalization and institutionalization phases.

NOTES

1. The four x four model provides a structure for integrating thinking on both the administration and practice of innovation and change in curriculum, and teacher development when focussed on curriculum revision. Curriculum revision is viewed as 'an effort to change the culture of a school, and, in particular, as an effort to change the belief structures and work habits of the school staff (Romberg and Price, 1983:159). The mutual adaptation of the school culture to a new idea and/or practice, and vice versa, is subdivided into production and installation. Production includes both theory and activity related to curriculum foundations, design and development. Installation includes the three phases dissemination, personalization and institutionalization. Dissemination draws on communication theory and the 'curriculum implementation' literature dealing with diffusion and utilization of knolwedge (Havelock 1971). Personalization and institutionalization draw on inservice education, staff development, educational administration and innovation. Four levels are seen to exist within each phase, awareness, conceptualization learning of principles and skills, and application. Following Joyce and Showers (1980) awareness is the realization of an area as important, conceptualization is developing intellectual control over relevant content; learning principles and skills is mastering the requisite tools for action; and, application and problem solving is the transfer of these concepts, skills and principles to the task at hand.

2. The notion of 'floating sets' is taken from Musgrove (1976). He argues that the romantic and classical views of curriculum represent a deep binary relationship in the process of constructing personal and social realities. The degree of overlap varies according to personal and situational variables.

3. The term processes identified by Warfield (1976) is basic to his interpretive structural modelling approach. Each process in Warfield's model has three elements: (a) exploration - issue, team, methodology (b) enabling - idea, sponsor, funds (c) management - leadership, brokerage, planning (d) implementation - results, stakeholders, doers?. Implementing consists of noun components but no process component. This is overcome in the current study by including the training components, presenting, modelling, practicing, providing feedback, and coaching (Joyce and Showers, 1980) in implementing.

4. The overview draws heavily from three Project Reports (July 1982, December, 1982, December 1983) and an interview with Barbara Nichol by Lloyd Logan.

5. John Carr, Secretary to the Primary Language Arts Standing Committee, interview with Judyth Sachs.

6. Project Report, Primary Handwriting Curriculum Study, Curriculum Branch Department of Education, Queensland, July 1982, p. 3.

7. ibid. p.4.

8. ibid. p. 5.

9. Project Report, Primary Handwriting Curriculum Project, Curriculum Branch, Department of Education, Queensland, December, 1983, p. 19.

10. Project Report, Primary Handwriting Curriculum Study, Curriculum Branch, Department of Education, Queensland, December, 1982, p. 20-21.

11. ibid. pp. 21-25.

12. Project Report, December, 1983. p. 20.

13. Commonwealth Schools Commission. Report for 1984: Response to Government Guidelines. Union Offset, Canberra, 1983.

14. Primary In-service Education State Budget Proposals for 1984-85.

15. Interview with the Co-ordinator of Inservice Education by Lloyd Logan.

16. ibid.

17. Minutes: Primary Curriculum Committee, Sept.7, 1983.
Minutes: PCC Review Committee, Sept.16, 1983.

18. Minutes: Primary Inservice Standing Committee, September, 1983.

19. Minutes: Primary Inservice Standing Committee, March, 1984.

20. Conversation with Project Leader.

21. Minutes: Primary Inservice Standing Committee, April, 1984.

22. Correspondence: To Regional Directors from B.D. Miles for D.P. Cullen, Director, Division of Primary Education, May 30, 1984.

23. Minutes: Primary Inservice Standing Committee, May, 1984.

24. Interview with Inservice Co-ordinator by Lloyd Logan. A meeting attended by both the past and present chairpersons of the Language Arts Committee, the project officer and Inservice Co-ordinators was held to discuss the training program.

25. Excerpts from responses to the pre and post course aide-memoires.

26. Formal interviews were conducted with the leaders of the inservice skills and administration segments. The project leaders views were gained less formally.

27. McLaughlin and Marsh (1978) reporting on the RAND change Agent Study emphasize the efficacy of collaborative forms of governance over top down and grass root. The organization developmental literature (Fullan et al. 1980) Joyce (1978), Bolam (1980) and Goodlad (1983) support collaborative approaches.

28. Tainton, J. Peckman, G. and Hacker, W. (1984). Evaluation of Health Education Programs in Queensland State Primary Schools, Research Services Branch, Department of Education, Queensland. See conclusion 3 and 6, and Recommendations 2, 3, and 4.

29. Discussions with Chairman of the Primary Science Committee.

30. Romberg and Price (1983) distinguish between nominal and actual change. Nominal change echoes Goodlad's label changing, 'It involves adopting nothing but labels' (p.167). Actual change is subcategorized into technical, constructive and illusory change. Technical change is indicated by the adoption of labels plus rituals and routines (p.168). Constructive change describes instances '... at a school adopting the innovation understanding its underlying values and principles and appreciates its larger educational purpose' (p.168). Illusory change is characterised by the adoption of a radical innovation but 'teachers show no conviction that the effects of the innovation will be demonstrable in their own right' (p.169). Doing a good job is equated with trying hard. Failure is rationalized, often in terms of the deficiencies of children, home and local community.

31. op.cit. 21.

32. Hall, and Rutherford, (1983:53) state 'It is interesting to note that in most cases when the decrees for principals to improve their schools are announced there is not a concomitant offering of resources and specialized training for principals in how to accomplish the task. There seems to be an unstated assumption that principals already have the knowledge and skill needed to ... However this is often not the case...'
The significance of the principals influence on change has received considerable attention (e.g. Batten, 1983, Goodlad, 1983; Hall and Rutherford, 1983; Hord, Huling, Stiegelbauer, 1983; Mulford, 1983; Fullan, Miles and Taylor, 1980; Marsh and McLaughlin, 1978; Berman and McLaughlin, 1978).
Joyce and Showers (1980), Joyce (1983), Romberg and Price (1983) and Hall and Rutherford (1983) point out that skill development and application requires both time and support. Pettigrew, Schmuck and Vormeland (1982) describe the Comprehensive school Leader Program in Sweden which has elements of formal study, job-embedded action research and community work spread over two years. The evaluation report on the NASSP Assessment Centre

(Schmitt, Noe, Merritt, Fitzgerald and Jorgensen, 1982) shows the effect concentrated planned training. Esp (1982) summarises the training programs for school leaders in Europe, and Lawson (1983) the American scene. The handout Management Development Programs for Principals at the seminar on school teacher training in Queensland, gives an overview of the local scene.

33. Varley and Cumming (1976) studied the Advisory Teacher service in Queensland primary schools and Daws (1979) consultants in Victoria. Varley and Cumming identified six types of activities 1. helping to keep up with changes, 2. showing the use of materials, 3. suggesting ways of teaching, 4. demonstrating teaching methods, 5. improving morals, 6. co-ordinating expertise in the school. Daws identified ten roles, master teacher, subject expert, liaison officer, inservice co-ordinator, communication linkage agent, curriculum support, conveyer curriculum development and change agent.

34. As discussed in the text the problem of responsibility is complicated by three divisions (Primary, Personnel and Curriculum) and two sections (Curriculum and Inservice) being involved.
The new arrangement for inservice to be on a contract or project basis may alleviate some of these difficulties.

35. op.cit. 27 and 32

36. Interviews with Regional Office Staff.

37. One Regional Office Staff member has stated that accounts will be sent to Central Office.

38. op.cit. 9,21.

39. Minutes: PCC Review Committee Sept.16, 1983 states that handwriting will occupy a five year span in its implementation. The annual introduction would suggest seven years. It is difficult to see how a minor curriculum thrust can maintain a comparatively high level of support in the light of the difficulties the Science Project has had in retaining advisors. If the project is to become self-supporting with Regions and schools taking over the training this is not stated.

41. Comments by members of the Inspectorate.

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PRE COURSE ADVISORY TEACHERS "AIDE MEMOIRE"

INSTRUCTIONS FOR WRITING

Read through the questions several times, then write rapidly and easily. Do not answer the questions as such, they are only suggestions to help you recall your experiences. We would like you to write fluently and easily and not just respond with a number of unconnected sentences.

Write as if to a close friend. Make your comments complete no matter how many pages it takes.

* * * * * * * * * * *

1. Working as an advisory teacher is a complex task. It requires a variety of inter and intra personal qualities, specialised knowledge, techniques and attitudes. Please briefly write the essential characteristics for success needed by advisory teachers for handwriting.

2. To be invited to join the Handwriting Advisory Team suggests that you have special qualities. What knowledge, experience or skills do you possess that will help you? What qualities will help you to work with inspectors, principles, deputies, teachers, parents (particularly principles and deputies)? What are your special talents in plannning, organising, consulting, helping, etc., etc.,?

3. How do you see your role as an advisory teacher? How do you see yourself going about it? What will be your most important tasks? Least important tasks? How will you judge your effectiveness? Who will be your most valued resource person and helper? Which materials will be most useful? What will be some major obstacles to overcome?

4. Briefly state what you hope to learn from this inservice program.

5. How confident are you now about learning, inservice planning, helping teachers, consulting with principals, running inservice courses, etc.? What worries do you have? What are your greatest strengths?

POST COURSE ADVISORY TEACHERS "AIDE MEMOIRE"

INSTRUCTIONS FOR WRITING

Read through the questions several times, then write rapidly and easily. Do not answer the questions as such, they are only suggestions to help you recall your experiences. We would like you to write fluently and easily and not just respond with a number of unconnected sentences.

Write as if to a close friend. Make your comments complete no matter how many pages it takes.

1. After completing the two week in-service course how do you now see your role as an advisory teacher for handwriting?

2. In short, the course consisted of three major components, that is, learning about the content of the handwritng syllabus, in-service techniques and administrative procedures.

   Please comment on each of these components in terms of what you learnt, how you learnt it, how confident you feel about dealing with each area, and so on?

3. What were the most valuable parts of the course for you? What made them valuable?

4. How well equipped do you now feel to go out into the regions and work with individuals at a variety of levels in the hierarchy? Why do you feel that way?

5. In terms of your own support and further training, what would you like to be done in the immediate future (say next month) and in the longer term?

6. On taking up your position in your region next Monday, what are the major tasks you see confronting you? What is your plan of action for the next few weeks say, until the end of this semester?

APPENDIX 2

INDUCTION PROGRAM FOR ADVISORY TEACHERS, HANDWRITING

THE HOOPER CENTRE

21 MAY, 1984 TO 1 JUNE, 1984

WEEK ONE

Monday, 21 May, 1984

8.30 - 8.45 . Introductory Session

8.45 - 9.30 . Mr John Dwyer
Regional Director of Education
Brisbane North Regional Office

9.30 - 10.30 . Discussion of:

- induction program
- materials provided to A.T.'s during program

11.00 - 11.30 . An overview of the state-wide in-service plan.

11.30 - 12.00 . What's happening in the other systems and divisions?

12.00 - 1.00 . What's happening in the other States and in New Zealand? A look at their materials.

2.00 - 4.30 . The Resources

The Videos

- Handwriting, What's New?
  (This video comprises four sections of approx. 6-7 minutes each. Each section will be viewed in turn and discussed).
- Simple Modern Hand, Tom Gourdie

. Questions

Tuesday, 22 May to Thursday, 24 May, 1984

. Mr Tom Gourdie
Calligrapher & Handwriting Consultant
Fife, Scotland.

Friday, 25 May, 1984

8.30 - 9.30 . Mrs Lorraine McCulloch
Assistant Principal, Junior Primary
Bundamba State School

9.30 - 10.30 . Mr Ron Daniels
Principal
Hillview State School

Lorraine and Ron have both been involved in introducing The Beginner's Alphabet and Queensland Modern Cursive into their schools. They will discuss their approaches, difficulties etc.

11.00 - 11.30 . Mr Lloyd Logan or Ms Judyth Sachs
University of Queensland

Judyth and Lloyd are conducting an action research project on the implementation of the handwriting program in Queensland.

11.30 - 12.00 . Alterations to school paper supplies.

12.00 - 1.00 . Resources for A.T.'s - overview.
Discussion and question time.

2.00 - 4.30 . Mrs Barbara Nichol
Handwriting Consultant

Barbara will conduct a workshop which will focus on teaching strategies for Year One (techniques of handwriting). She will also disucss the remediation of minor difficulties which children may encounter.

WEEK TWO

Monday, 28 May, 1984

8.30 - 9.30 . The Resources (continued)
- The Teacher's Practice Book
- The Student's Practice Book

9.30 - 10.30 . The Resources (continued)
- The Teacher's Handbook, Section One

11.00 - 12.00 . - The Teacher's Handbook, Suggested Teaching Sequence, Year One

12.00 - 1.00 . - The Teacher's Handbook, Suggested Teaching Sequence, Year Two

2.00 - 3.00 . A suggested In-service Plan for Administrators, Teachers, and Teacher-Aides.

This is a tentative plan only, and will be discussed, modified, or completely changed according to the decisions of the group.

3.00 - 4.30 . Making of resources, eg. O.H.T. transparencies, charts etc. according to needs expressed by the group.

Tuesday, 29 May to Thursday, 31 May 1984

In-service processes and skills

Mr Neil Dempster
Regional Curriculum Officer
Brisbane South Regional Office.

Neil will conduct workshops in the following areas:

. Power, Influence and the Consultant
. Leadership Styles
. Group Processes and Skills
. Adult Learning and Learning Style
. Models for Planning In-service Work
. Needs Assessment

Friday, 1 June, 1984

Administrative Procedures

Mr Colin Dore
Primary In-service Co-ordinator

ADVISORY TEACHERS - HANDWRITING

MATERIALS PROVIDED DURING TRAINING COURSE

- Ring Binder
- Writing Paper
- Directory of Queensland State Schools
- Departmental Telephone Directory - Information Statement No. 73
- Queensland School Holidays 1981-1990
- E.O.G. notices pertaining to Handwriting Project
- "Looking at Handwriting", Education Mail, Courier Mail 13/9/83
- Curriculum Branch Project Reports:

  The Primary Handwriting Curriculum Project - December, 1982
  - July, 1982
  - December, 1983

  English/Language Arts Projects - January, 1984

- Curriculum Branch Conference Report - Interstate Handwriting Workshop, 15-16 September, 1983
- Discussion Paper, "What's New in the Teaching of Handwriting?"
- Text - "Handwriting Made Easy", Tom Gourdie (Taplinger N.Y. 1981)
- "The Teaching of Handwriting, A Handbook"- final draft (photocopy)
- "Teacher's Practice Book" - draft (photocopy)
- V.I.S. Videos:

  "Handwriting - What's New?" Production Services, 1984
  "Simple Modern Hand, Tom Gourdie - Production Services, 1983

- Manila folder containing samples of all writing paper currently available to schools through Supply & Stores
- Induction Program for A.T.'s, Handwriting
- Handouts:
  - What's Happening in the Other Divisions & Systems
  - Overall Inservice Plan (diagram)
  - Tentative In-service plans for teachers of Year One and Administrators
  - Copy of letter to R.D.'s from Director Primary

. Handouts - Tom Gourdie

- Sheets 1a-7, Writing Patterns (O.H.T. Masters)
- Is this Handwriting?
- The Simple Modern Hand
- Handwriting - an Experimental Hand (Edinburgh Report)
- Learning to Wri e a Simple Modern Cursive Handwriting Style

. Handouts - Neil Dempster & Bill Brown

- Program for A.T.'s - Inservice Education Processes & Skills
- Communication Skills and Group Development (mixed set of notes)
- Concerns Based Staff Development Matrix
- Conceptual Systems Theory: Implications for Inservice
- Staff Development (mixed set of notes)

. Handouts - Ron Daniels

- Curriculum Implementation and Some Factors which Influence it in Small, Rural Primary Schools in Queensland
- Features of Small Schools - statewide

. Handouts - Col Dore

- Instructions for Preparation of Vouchers, Advisory Teachers
- The Procedure for the Purchase of Motor Vehicle Parts for Privately Owned Vehicles Used for Official Purposes
- Mileage & Seminar Expenses forms

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